

Congaree-Wood Early Childhood Center

739 Pine Ridge Drive
West Columbia, SC 29172

Grades PK-1 Primary School

Enrollment 444 Students

Principal Victoria S. Thompkins 803-755-7474

Superintendent Barry F. Bolen 803-739-8399

Board Chair Jerry S. Chitty 803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Excellent	N/A
2003	Excellent	Good	N/A
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	94.3%
Student-teacher ratio in core subjects	19.2 to 1
Percent of parents attending conferences	91.3%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	16.0

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☐ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 444)				
First graders who attended full-day kindergarten	94.7%	Up from 81.3%	98.2%	98.8%
Retention rate	3.6%	Up from 2.1%	4.8%	4.6%
Attendance rate	94.3%	Down from 94.7%	95.4%	95.5%
With disabilities other than speech	3.5%	Up from 1.0%	5.0%	3.9%
Older than usual for grade	0.0%	No change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Up from 56.4%	52.2%	52.2%
Continuing contract teachers	74.4%	Down from 89.7%	84.6%	88.6%
Highly qualified teachers	91.4%	Up from 91.3%	94.9%	96.3%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.4%	N/A	88.7%	89.1%
Teacher attendance rate	95.2%	Up from 94.3%	95.1%	94.6%
Average teacher salary	\$43,168	Up 1.7%	\$41,232	\$40,952
Prof. development days/teacher	18.6 days	Down from 20.6 days	16.7 days	16.5 days

School				
Principal's years at school	1.0	Down from 3.0	1.0	4.5
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.4 to 1	18.9 to 1	19.2 to 1
Prime instructional time	88.6%	Up from 88.1%	88.7%	88.6%
Dollars spent per pupil*	\$5,850	Up 7.5%	\$6,194	\$5,871
Percent of expenditures for teacher salaries*	76.2%	Down from 77.6%	66.0%	62.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.3%	Down from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	91.5%	89.4%
Highly qualified teachers in high poverty schools	89.3%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance rate in this school	95.3%	No

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year we chose to focus on three goals for our school community. We continued to look at data collection, characteristics of team building, and peer/team planning. Our teachers in both full-day Kindergarten and Grade One administered the Developmental Reading Assessment during the first semester and at the end of the school year in order to collect data and track student progress. Substitutes were hired in order to allow the teachers an opportunity to pull students for assessment one-on-one. The valuable information provided by this assessment will be used to make curricular decisions as well as to inform instruction. Our first grade teachers developed an assessment in math to be administered as a pre- and post-test. The assessment addressed the Grade One SC Math Curriculum Standards making it developmentally appropriate.

Team building began with the purchase of school shirts for all faculty and staff to wear on Faculty Meeting Mondays. These shirts were purchased with the help of our PTO. We also had a Secret Pals program of motivation and support for faculty and staff who were interested. On in-service and record-keeping days we had catered meals and joined together in the spirit of fellowship. We ended our school year with a staff/faculty cookout on the final student attendance day.

Our faculty members were divided into grade level teams for planning. These teams met weekly to plan for instruction. We also established RESULTS teams for data collection and to develop assessments. At selected faculty meetings teams shared what they were working on. Each faculty member was assigned a fellow faculty member with whom they conducted a peer partnership. This gave everyone an opportunity to share techniques and strategies.

We had four more teachers who reached National Board Certified Status bringing our total to 7 teachers. Our Teacher of the Year represented Lexington District Two as the District Teacher of the Year. Fourteen of our faculty members consented to participate in the South Carolina Reading Initiative for the next 3-year cycle in order to support literacy in our school. At our request The Office of Early Childhood Education provided ten hours of in-service on our campus for all teachers and assistants eligible to be assessed using the ECERS instrument. Through the support of our PTO materials were purchased for half-day and full-day kindergarten classrooms in order to bring them in-line with ECERS expectations.

As a school we elected to participate in several service-learning projects. Among those projects we participated in Pennies for Patients, collecting non-perishable food items for Harvest Hope Food Bank, money was collected to aid the Tsunami Victims relief efforts, and we sent supplies in shoeboxes to needy children through Operation Christmas Child. Through these experiences we support our children as citizens and promote character in keeping with our motto "We are the Congaree-Wood Early Childhood Eagles -Watch Us Soar."

SIC Chairperson - Tonya Barker
Principal - Victoria S. Thompson

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	39
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	97.3%
Percent satisfied with school-home relations	89.7%